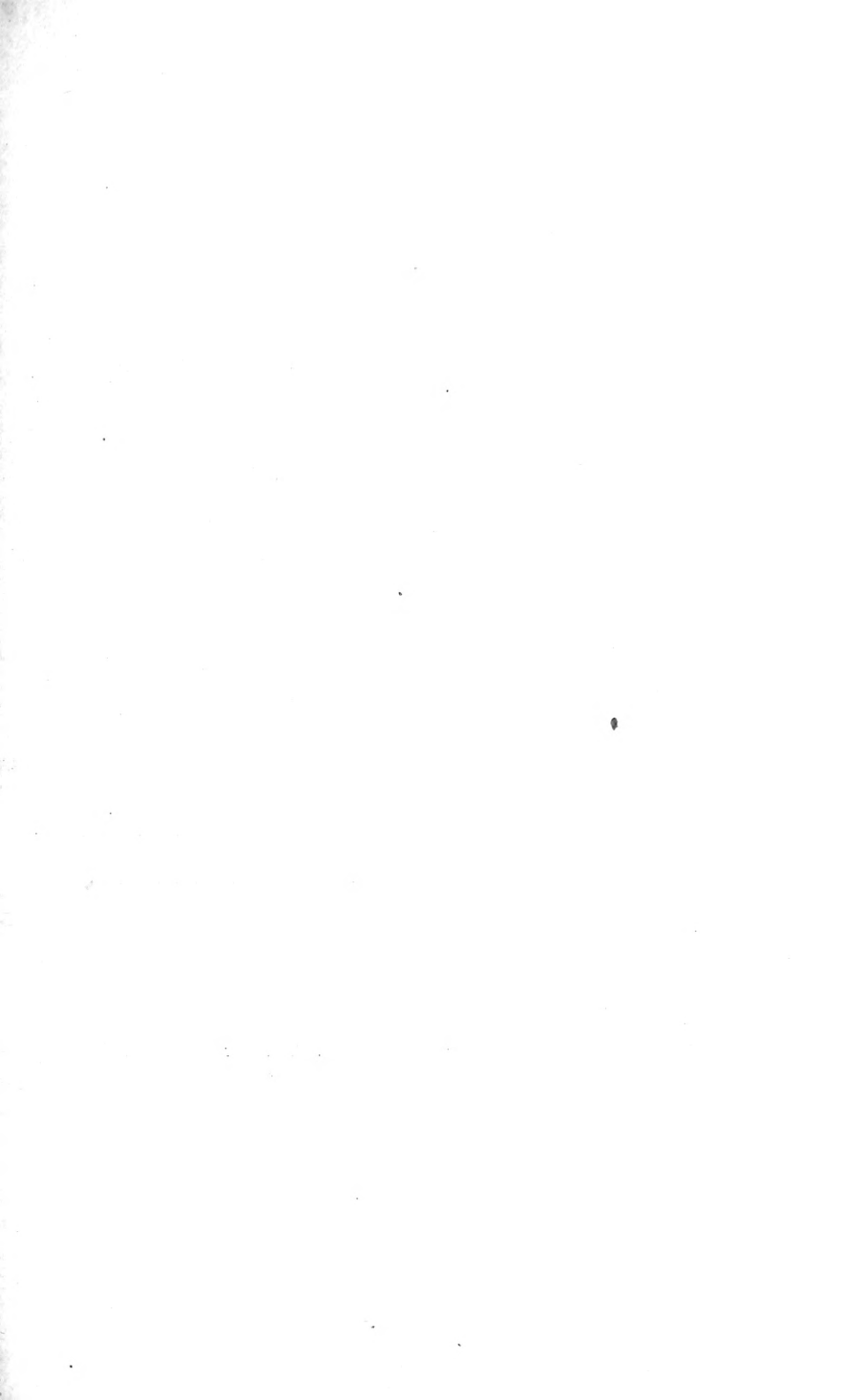
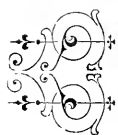


State Normal, Va.

MAIN BUILDING OF THE STATE NORMAL AND INDUSTRIAL COLLEGE.





CONTENTS ..

I. Report of the Board of Directors	135
II. Report of the President	139
III. Report of Bursar and Treasurer	169
IV. Report of Examiners of State Institutions	173
V. Governor Aycock's Message to the General Assembly	176
VI. Some Needs of the Public Schools	183
VII. Organizations	185
VIII. Advertisements.	

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EDITORIAL NOTE.

This number of the MAGAZINE is given up almost entirely to the publication of the biennial report of the Board of Directors and to extracts from the Governor's Message and from the report of the State Board of Examiners.

President McIver's Report, which is included in the report of the Board of Directors, contains a brief history of the work of the college since its foundation in 1892. It was thought that the readers of the MAGAZINE would be glad to have this history in their possession. A large part of it was published in President McIver's Decennial Address last Commencement, but not in so complete a form as the report presented in this number.

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State Normal Magazine.

VOL. VII.

GREENSBORO, N. C., FEBRUARY, 1903.

No. 3

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THE STATE NORMAL MAGAZINE is published every two months, from September to June, by a Board of Editors elected from the Adelphian and Cornelian Literary Societies, under the direction of a Managing Editor, chosen from the Faculty.

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THE NORTH CAROLINA STATE NORMAL AND INDUSTRIAL COLLEGE.

REPORT OF THE BOARD OF DIRECTORS.

To His Excellency, Governor Charles B. Aycock.

I.

In compliance with the requirements of the law of North Carolina creating the State Normal and Industrial College, the Board of Directors begs to submit its biennial report of the operation, progress and work of this institution for the two years, beginning September 15, 1900, and ending September 15, 1902, being the ninth and tenth years of the existence of the said institution.

II.

We beg to submit herewith the annual report of Dr. Charles D.

McIver, the President of the institution, and refer to it for the purpose of information as to the work of the college during the past two years.

III.

The President's biennial report includes a history of the institution for the past ten years. As will be seen from this carefully prepared history, it has been a decade of struggle, but has also been a decade of accomplishment. It has been a decade of formative and constructive effort; a decade of loyalty to duty by teachers and officers; a decade of self-sacrificing liberality on the part of the people of the State of North Carolina, and of generous action on the part of the various General Assemblies of the State.

IV.

We desire to emphasize certain statements and recommendations made in the President's report. Additional dormitory capacity is imperatively necessary, and the reasons therefor fully appear in the President's report. About two hundred applicants annually are unable to gain admittance to the college. This year about eighty of the students, unable to obtain dormitory accommodations in the college buildings, have been compelled to live in boarding-houses in the city of Greensboro with all the attendant inconveniences of having to go to and from the college buildings, and have been deprived of the beneficial influence of the constant care and guidance of the faculty of the institution and the inspiring influences of the immediate college surroundings. In the opinion of the Board, it will require at least twenty-five thousand dollars (\$25,000) to furnish the adequate dormitory capacity and the necessary equipment. We sincerely trust that the General Assembly of North Carolina, at its ensuing session, will see its way clear to provide the requisite means for the construction of the needed additional dormitory capacity.

V.

We most cordially endorse the President's statement as to the necessity of cold-storage facilities, for the reason that great economy in the purchase and preservation of foods, and especially of meats, would result therefrom.

VI.

The Board hopes at no distant day to be able to construct a central heating plant, so that all the buildings of the college may be sufficiently and economically heated.

VII.

The Board has under consideration the matter of securing for the college an adequate, permanent and satisfactory water supply. Whether this shall be accomplished by co-operating with the city of Greensboro, or whether the Board shall undertake to furnish its own water supply from tube or artesian wells, has not yet been determined. From the best information the Board is now in possession of, a water plant costing not exceeding \$5,000.00 could be secured that would furnish the college with a water supply sufficient for all purposes.

VIII.

We take pleasure in stating that the General Education Board has generously offered to give to the institution twenty-five hundred dollars (\$2,500) annually for three years for the purpose of establishing a Manual Training Department. The expenditure necessary on the part of the Board in order to establish this department will be materially diminished thereby, and we have gratefully accepted the offer of the General Education Board and authorized the establishment of such a Manual Training Department, to commence work September, 1903.

IX.

We call special attention to that part of the President's report

relating to the "May School." The purpose of the Board and faculty is to give, at a small cost to all the women teachers of the public schools of the State, the benefit of a short course of instruction in the common school subjects, and in methods of teaching the same, under the direction of a strong faculty of teachers and lecturers, and also to give them the opportunity for observing a Practice and Observation School of three or four hundred children. We believe that great good will result from the enlargement of this "May School." At that period of the year most of the rural public schools are closed, and, if the teachers of these schools can get the benefit of a month's training, under well-equipped teachers and in well-furnished school-rooms, the result can not be other than one of great benefit to the teaching force of our State. It is contemplated to make the necessary expenses of attending this school as small as possible, so that its benefits may be within the reach of teachers from every section of the State. We commend this especially to Your Excellency, because the desire of the Board is to establish at the college an influence that will uplift and inspire all the public school teachers of the State and better equip them with teaching power and helpful information.

X.

We attach hereto the report of Mr. E. J. Forney, Bursar of the college, and Treasurer of the Board, showing the receipts and disbursements of the college. Our Executive Committee has carefully examined, investigated, audited and approved this report.

XI.

It gives us much pleasure to call the attention of Your Excellency to the high stand taken by teachers prepared at this college, and we confidently believe that their power for good will increase and become more and more manifest to the people of the State. One great object of the institution is to train teachers, born on our soil, who understand our people and are understood by them.

XII.

We call Your Excellency's attention to the striking fact that within the past two years the college has received from private sources for specific purposes, in contributions and good subscriptions, \$37,000—\$10,000 from its students and their friends in the State, and \$27,000 from friends of the college outside of the State. Such substantial evidence of the loyalty and love of its students and friends at home, and such recognition from abroad of its work and worth, should be exceedingly gratifying to all friends of the college.

We are not unmindful of the many needs of the State of North Carolina in its many departments of activity, but we have a deep and abiding confidence in the wisdom of the General Assembly to provide the necessary means, and in the patriotism of the people of the State to sustain the General Assembly in any action that it may take for the upbuilding and equipment of a great college for the education of North Carolina women and the training of North Carolina teachers.

Expressing the profound appreciation of the Board of the deep interest Your Excellency has manifested in this institution and in all the educational interests of the State, we are

Your most obedient servants,

J. Y. JOYNER,

A. J. CONNOR,

President Board of Directors.

Secretary Board of Directors.

REPORT OF THE PRESIDENT.

To the Board of Directors :

I have the honor to submit my tenth annual report. It is also my fifth biennial report. As an introduction to this report and its recommendations I think it proper to give a brief sketch of the establishment and development of the college.

Ten years ago, on a hill in the western limits **Establishment.** of Greensboro, on a ten-acre lot—the gift of Mr. R. S. Pullen, Mr. R. T. Gray, Mr. E. P. Wharton, and others—with \$30,000 voted unanimously by the far-sighted citizens of Greensboro to secure the location of the institution, and with an annual appropriation of \$10,000 voted by the General Assembly of 1891 to aid in the employment of a faculty, the State Normal and Industrial College began its work.

In 1886 the North Carolina Teachers' Assembly, then in session at Black Mountain, passed resolutions asking for the establishment of a Normal College, and appointed a committee to memorialize the General Assembly. Each succeeding Teachers' Assembly for five years passed similar resolutions and appointed similar committees to present the question to our law-makers. In his biennial report to the General Assembly the late Hon. S. M. Finger, then Superintendent of Public Instruction, urged the importance of establishing the institution. But it was at the session of 1899 that the question really came before the General Assembly for serious consideration for the first time. A committee from the Teachers' Assembly, consisting of Charles D. McIver, Chairman; E. G. Harrell, E. P. Moses, E. A. Alderman, George T. Winston, D. Matt. Thompson and Mrs. J. A. McDonald, presented in person and urged the adoption of a bill establishing a training school for teachers, and this bill, in spite of active and intense opposition, passed the Senate by a large majority, and failed in the House by only a few votes. Had this bill become a law the institution would be co-educational.

Before the meeting of the next General Assembly, in January, 1891, Governor Fowle had in his message urged the establishment of the institution. In the meantime, the King's Daughters had petitioned the Legislature to establish an industrial school for girls. The North Carolina Farmers' Alliance in 1890, at its annual meeting, at Asheville, had passed strong resolutions asking the State to aid in the higher education of girls and women of the white race

as it was already aiding in the education of white men, negro men, and negro women. Hon. J. L. M. Curry, agent of the Peabody Fund, appeared before the General Assembly and made an earnest and powerful plea for the establishment of a normal college, and through him the Peabody Fund has always given substantial aid to this institution.

By 1891 the North Carolina Teachers' Assembly had decided that it was wise to eliminate the co-educational feature, and instructed its committee to that effect. This committee suggested the establishment of a normal college with industrial features, whereupon the Act establishing the State Normal and Industrial College was passed and an annual appropriation made for its maintenance.

The management of the institution was placed in the **Board of Directors.** hands of a Board of Directors, consisting of one member from each of the nine Congressional Districts, the first board being elected by the General Assembly of 1891. The State Superintendent of Public Instruction is *ex officio* an additional member of the Board, and its President. The first Board of Directors, elected by the General Assembly of 1891, was composed of Hon. S. M. Finger, *ex officio* President; W. P. Shaw, Esq., Dr. R. H. Stancell, B. F. Aycock, Esq., Prof. E. McK. Goodwin, Hugh Chatham, Esq., Supt. M. C. S. Noble, Col. A. C. McAlister, Dr. J. M. Spainhour and R. D. Gilmer, Esq.

The work of this institution was inaugurated and its general policy established by this Board, in the membership of which there was very slight change from 1892 to 1896.

In 1893 Hon. John C. Scarborough became *ex officio* President of the Board, displacing Hon. S. M. Finger. Almost immediately Hon. S. M. Finger again became a member of the Board, representing the Seventh District, the appointment from which became vacant at the expiration of Colonel McAlister's term of office. Randolph county having been changed from the Seventh to the Fourth District, Colonel McAlister was not eligible to re-elec-

tion. Soon thereafter, however, Supt. E. McK. Goodwin moved from Raleigh to Morganton, and thus created a vacancy in the Fourth District, which was filled by placing Colonel McAlister again upon the Board.

These were the only changes in the membership of the Board until March 1, 1896, when Dr. R. H. Stancell, B. F. Aycock, Esq., and Dr. J. M. Spainhour were succeeded respectively by Prof. John Graham, Hon. John E. Fowler and Dr. J. O. Wilcox.

In 1897 Hon. C. H. Mebane became *ex officio* President of the Board.

In 1898 Colonel McAlister was succeeded by J. A. Blair, Esq., as the representative of the Fourth District.

In December, 1896, a vacancy in the Seventh District, caused by the death of Hon. S. M. Finger, was filled by the election of W. D. Turner, Esq., and a similar vacancy in the Eighth District, caused by the death of Dr. J. O. Wilcox, was filled by the election of H. G. Chatham, Esq.

Since the removal of Supt. M. C. S. Noble from the Sixth District the representative from that district has been Mr. J. F. Post, Jr. In 1900 Mr. W. D. Turner was elected Lieutenant-Governor, and Mr. R. D. Gilmer, Attorney-General of the State, and afterwards Mr. H. G. Chatham became President of the North Carolina Railway. Out of respect for the law forbidding men to hold two offices at one time, these three gentlemen resigned from our Board of Directors, and their places have been filled in accordance with the charter of the college. Hon. John E. Fowler and Prof. John Graham have been succeeded by Mr. B. F. Aycock and Mr. Andrew J. Connor.

In 1901 Hon. C. H. Mebane was succeeded by Hon. T. F. Toon as *ex officio* President of the Board. Upon the death of the latter, Hon. J. Y. Joyner succeeded him, and is President of the present Board.

Upon the re-districting of the State, making ten Congressional Districts, other changes became necessary, and until the death of



NATIVE WOODLAND ON COLLEGE CAMPUS.

Mr. Blair a few months ago the Board consisted of the following members representing the ten new Congressional Districts: W. P. Shaw, A. J. Connor, B. F. Aycock, R. T. Gray, S. M. Gattis, J. F. Post, J. A. Blair, J. L. Nelson, C. H. Mebane and J. D. Murphy.

Twenty-five men in all, representing about one-fourth of the counties of the State, have served on the Board of Directors of this college. I think it safe to say that no other twenty-five men have given a more loyal, effective and unselfish service to North Carolina in any decade of its history. The Board has been called upon to mourn the death of four of its members while in active service—Hon. S. M. Finger, Dr. J. O. Wilcox, Gen. T. F. Toon and J. A. Blair, Esq.—all good citizens, and faithful officers, of whom it can be said truly that they “did the State some service.”

In the past year we have lost our Secretary, Dr. J. M. Spainhour. While not a member of the Board since his first term of office expired, March 1, 1896, he was until his death, by annual election of the Board, its Secretary. No Board ever had a more faithful Secretary, and the State had no more patriotic son.

In addition to his work as Director and as **Dr. Spainhour's** Secretary of the Board, he has done a service **Unique Service.** for this college and for the State which calls for our gratitude and for some memorial of his name in connection with the college. For nearly ten years he watched the newspapers of the State and clipped from them everything that he saw, complimentary or otherwise, that related to this college, or to those engaged in its service. He kept these clippings in eight volumes arranged chronologically, and thus preserved the history of the institution in its minutest detail. The eight volumes which he had completed at the time of his death contain nearly 3,000 clippings, some of them only a line or two and others filling several columns of a newspaper.

Mrs. Spainhour has kindly given these volumes to the college,

and I have asked a committee of the faculty to continue the collection of clippings as Dr. Spainhour had begun it.

Every member of the Board has done some service entitling him to the gratitude of this college, but Dr. Spainhour's unselfish and unique service has not been surpassed and will not be surpassed by any other.

In choosing the faculty of the college the Board of **Faculty**. Directors has selected those who, in their judgment, could best carry out its policies. Neither geographical, nor political, nor denominational influences have decided its selection of teachers.

The charter faculty of the college numbered twelve, besides the assistants. Of these twelve, eight—Misses Boddie, Bryant, Fort, Kirkland and Mendenhall, and Messrs. Forney, Brown and McIver—are members of the present faculty. Three other members of the present faculty—Misses Allen, Jamison and Lee—answered to the first roll call of students in 1892. The college now has a faculty and executive corps numbering thirty-six. Its teachers have come from all sections of the country. Four-fifths of them are Southern people, most of these having received training in both Southern and Northern colleges, and more than one-half of them are native North Carolinians. It has been a company of young, aggressive workers, representing in their training several State universities, the leading normal colleges of the country, and such institutions as Johns Hopkins, Cornell, Wellesley, Bryn Mawr, Massachusetts Institute of Technology, and several European universities.

It would not be permissible for me to say at this time all that might be said in commendation of the ability and service of those who are teaching the State's daughters at this seat of learning. One can not but think highly, however, of the character of those whom the Board has selected to teach here when it is remembered that this college has been called upon to give so many members of its faculty to fill prominent positions in the country. When the

University of North Carolina decided to establish a Chair of Pedagogy a member of our faculty was chosen to fill the Chair. He soon became President of the University, and recently resigned that position to become President of Tulane University of Louisiana. A member of our faculty has been called to Vassar, the oldest endowed college for women in the country. Another was called to Smith, the largest woman's college in the world, and another called first to serve as Lady Principal, has just been installed President of our neighbor, the Greensboro Female College. Recently, when the Southern Education Board decided to establish a Bureau of Investigation and Publication for the South our Professor of Pedagogy was called to become the chief of that Bureau. When our educational Governor was called upon to select the leader of the public educational forces of North Carolina, he, too, turned to the State's college for its women and took from us our Professor of English to become State Superintendent of Public Instruction. I know of no other college for women in this or in any other State that could have had the privilege of losing so many of its faculty in such an honorable fashion, and the plain meaning of it all is that the women of North Carolina have had an opportunity for ten years to come in contact with a live, inspiring corps of instructors.

As the finances of the institution have justified it **Equipment.** the Board of Directors have increased the physical equipment. Beginning in 1892 with dormitory capacity for less than one hundred and fifty boarders, with only fifteen recitation rooms in the college building, including the chapel, the President's office, and physician's office; with a teaching force of fifteen, including assistants, and with an enrollment of two hundred and twenty-three students, the college has steadily developed until at the end of its tenth year it has dormitory accommodations for more than three hundred boarders, twenty-five recitation rooms and offices in the college building and fourteen rooms in a Practice and Observation School building, a teaching force and executive corps

of thirty-six, and an enrollment of about four hundred and fifty regular students, besides more than three hundred pupils in the Practice and Observation School. Instead of ten acres of land the college now owns one hundred and thirty acres, and instead of five buildings owned and rented it now uses eleven buildings. Instead of looking upon a bleak hill of clay and briars its students enjoy, to some extent, looking upon growing trees and grass and flowers, and, by the generosity of Mr. George Foster Peabody we have the immediate prospect of a beautiful park.

In section 41 of the Constitution of 1776, adopted at Halifax (and the principle has been endorsed in every change of the Constitution since), the State acknowledges its obligation to provide educational facilities for the "instruction of youth" "at low prices," and the section closes with the words, "and all useful learning shall be encouraged in one or more universities."

Until the establishment of this college the constitutional mandate had been only partially obeyed. The State University for young men began its career of usefulness very soon after the adoption of the Constitution. Thirteen years ago the Agricultural and Mechanical College, also for young men, was established under State auspices and by the aid of the State and the general government.

But it took the State more than a century to come to a practical realization of the fact that "youth" means young women as well as young men. From one-half to nine-tenths of the money used to employ instructors in colleges for young men is paid by State and Federal appropriations, or by the income from college endowment funds. It was largely in response to the just sentiment that, if the State proposes to pay for nearly all the expense of a young man's higher education, it ought to do at least as much for his sister, that the State Normal and Industrial College was established. It is not a college exclusively for people who feel unable to go elsewhere, any more than are those institutions for young men where the faculties are paid by State appropriations, or by income from endowment funds.

The State desires this institution to be good enough for any of its citizens, and the expenses low enough for all.

The purpose for which the institution was created is clearly stated in section 5 of the Act establishing it. It is as follows:

(SECTION 5. *The object of this institution shall be (1) to give to young women such education as shall fit them for teaching ; (2) to give instruction to young women in drawing, telegraphy, type-writing, stenography and such other industrial arts as may be suitable to their sex and conducive to their support and usefulness. Tuition shall be free to those who signify their intention to teach, upon such conditions as may be prescribed by the Board of Directors.*'')

It is the general purpose of the institution to give such education as will add to the efficiency of the average woman's work, whatever may be her field of labor. To that end there are three distinct departments in the course of study:

The Normal Department.

The Domestic Science Department.

The Commercial Department.

The regular courses of study heretofore have embraced four years. In order that an institution like this should do its best work it must connect immediately with the public school system of the State. To pass the entrance examinations for the freshman class, students must be thorough in the studies included in the public school course. In order that this institution may grow into a strong college, conferring the usual Baccalaureate degrees, an additional year has been added to the four-year course, and hereafter the course will embrace five years. The college does not wish to confer a degree until it is satisfied that its requirements for this degree are equivalent in every essential particular to the requirements for degrees conferred by the State University and the best colleges in North Carolina

It does not aspire to do university work, but it proposes to develop into a strong college, giving it the right to confer such degrees as are conferred by the best colleges in the country.

The work of those actively connected with the
Work Outside the College. State Normal and Industrial College has not been confined to class-rooms or college grounds. Members of its faculty have conducted Teachers' Institutes in many of the counties of the State, and have participated actively in many of the local, State, Southern and National educational meetings held since 1892. Its representatives have been active in the agitation for local taxation for public education for the past ten years. They have been promoters of the movement for rural school libraries and have aided in the agitation for road improvement locally and throughout the State. Members of its faculty have served on various committees which have appeared before the State Legislature to secure improvement in public school laws, and have also served on the Commission for the selection of text-books for the State.

The *State Normal Magazine*, a self-supporting publication, has been the work of the faculty and students of this college. The best educational journal ever published in the South, and now one of the leading educational journals of the country, was established and managed by our Professor of Pedagogy in connection with his work here. Several text-books that have received generous recognition throughout the country have been published by members of our faculty. The Audubon Society and the Association of North Carolina women for the betterment of the public school houses of the State are two State organizations which have resulted from the work of the faculty and students of the State Normal and Industrial College.

This college has given some prestige to North Carolina's name beyond the borders of the State and has had the good fortune to interest influential people in the educational development of the State which it serves.

For the past ten years the average number of students in the college has been about four hundred and twenty-five. This number will not materially change until more dormitory room shall have been provided. The total matriculation for the past ten years has been about 2,500. Of the 1,900 who have left the college, 68 have died, leaving about 1,800, teaching more than 100,000 children. Sixteen hundred of these have reported to me during the past few months, and more than 62 2-3 per cent. of them have taught school. I have asked each student to give the number of pupils taught by her. The aggregate number reported is in round numbers 130,000. It is natural to suppose that some of these children have been taught at different times by two or more representatives of the college. Deducting, therefore, 30,000 for duplicates, this would mean that 100,000 children have been taught by students trained at this college. That is nearly one-tenth of our total white population, including men, women and children.

Of the first 1,000 teachers sent into the State by this college, more than 700 taught in the public schools, most of them in the country public schools. The others have taught in colleges, public and private high schools, and seminaries. Of the first 1,500 students from whom I had reports only 907 were under pledge to teach, but more than 1,000 had taught.

If the college continues to grow it is probable that it will always have a thousand representatives regularly teaching in the State, thus reaching from 25,000 to 40,000 children each year. Many of our students have not come to the college intending to prepare to teach. A large number have come to take the work in the commercial department, a considerable number for domestic science work, and a still larger number probably for the general culture resulting from pursuing the college course of study offered. Of the 1,600 who have reported, I find that more than 80 are filling positions in business offices as stenographers and bookkeepers, and 21 as trained nurses. More than thirty per cent. of the women

teachers in the graded schools of the State are former students of the State Normal and Industrial College. Its former students have been employed in every orphanage, and in a large number of high schools and seminaries and colleges.

Representatives of the college are working in 23 of the States of the Union and the District of Columbia. In nearly every leading city from Greensboro to Boston representatives of the State Normal and Industrial College can be found working as teachers, students, stenographers, bookkeepers, or trained nurses.

The following statistics, obtained from the registration cards, indicating the scope and character of the patronage of the college during the past ten years, will prove interesting:

**Scope and Character
of Patronage.**

	'92-93	'93-94	'94-95	'95-96	'96-97	'97-98	'98-99	'99-00	'00-01	'01-02
Number of regular students enrolled.....	223	391	405	444	412	437	409	490	407	447
Average age of students...	19½	19½	19¾	19¾	18¾	18¾	19½	19	20	19½
Number of Counties represented.....	70	77	83	89	81	83	78	83	77	81
Number of graduates of other Institutions.....	14	24	27	12	6	13	10	2	6	7
Number who had taught	80	104	103	107	79	87	95	105	88	93
Number who defrayed their own expenses....	95	127	128	131	113	132	144	172	130	166
Number whose fathers were not living.....	53	97	109	93	89	101	119	122	91	90
Number whose fathers were farmers.....	83	153	146	161	139	140	131	175	137	145
Number whose fathers were merchants.....	16	26	31	46	48	39	46	46	45	39
Number whose fathers were book-keepers....	9	7	1	6	.....	19	.....	.....	4	6
Number whose fathers were clergymen.....	8	7	7	10	10	17	15	14	11	9
Number whose fathers were physicians.....	8	16	9	20	18	17	11	10	12	14
Number whose fathers were teachers.....	5	6	4	7	9	9	7	33	3	2
Number whose fathers were lawyers.....	5	11	13	9	18	15	11	12	10	10
Number whose fathers were lumber dealers.....	.....	8	5	8	5	5	2	6	5	2
Number whose fathers were liverymen.....	.....	1	1	2	.....	.....	.....	3	2	2
Number whose fathers were drummers.....	2	5	5	5	6	7	2	7	10	11
Number whose fathers were manufacturers....	4	7	4	12	11	9	2	10	17	21
Number whose fathers were mechanics.....	4	5	9	7	7	8	8	6	7	2
Number whose fathers were engineers.....	2	3	2	3	.....	.....	.....	.....	2	.....
Number whose fathers were railroad agents....	2	7	8	8	6	10	7	2	2	3
Number whose fathers were hotel proprietors..	2	3	2	4	2	.....	.....	.....	.....	4
Number whose fathers were insurance agents..	2	4	6	5	3	2	.....	3	6	7
Number whose fathers had retired from business.....	2	6	15	15	7	5	6	3	5	9
Number whose fathers were clerks.....	.....	.....	.....	.....	.....	.....	9	13	3	4
Number whose fathers were druggists.....	.....	.....	.....	.....	.....	.....	.....	.....	2	1
Number whose fathers were editors.....	.....	.....	.....	.....	.....	.....	.....	.....	1	2
Number whose fathers were tailors.....	.....	.....	.....	.....	.....	.....	.....	2	1	1
Number whose fathers were government officials.....	.....	.....	.....	.....	.....	.....	.....	4	11	7
Number whose fathers were engaged in miscellaneous business.....	15	18	28	18	29	33	23	48	20	50
Number educated partially or entirely in the public schools.....	.....	317	326	368	329	362	363	427	363	402

	'92-93	'93-94	'94-95	'95-96	'96-97	'97-98	'98-99	'99-00	'00-01	'01-02
Number who, according to their own statement, would not have attended any North Carolina College if they had not become students of The State Normal and Industrial College.....		246	271	314	278	263	299	299	242	314
Number who graduated at this Institution.....	10	8	28	23	22	27	39	31	15	34
Number of counties represented during the ten years..										97
Number of Matriculates during the ten years....										2166
Total number receiving instruction from the Institution, including pupils of the Practice and Observation School, workers in special departments, and correspondence students.....	223	401	420	541	538	683	651	730	654	711

The records show:

1. That during the ten years about one-third of the regular students defrayed their own expenses without help from parents.
2. That about 66 per cent. would not have attended any other North Carolina college.
3. That about 81 per cent. received their previous training partially or entirely in the public schools.
4. That, including the enrollment of new students the present college year, the total number of matriculates will be about 2,400.

Whatever success has attended the State Normal and Industrial College during the past ten years has been due largely to the representative character and spirit of the young women who have been its students. They have come from all of the ninety-seven counties. Among them can be found the names of one hundred or more graduates of leading "female colleges" and seminaries, and a much larger number who received their previous training entirely in the public schools of the rural districts. In fact, we have had every type of respectable woman in North Carolina, from the one who has enjoyed the privileges which money and social position

can give, to the girl who was never on a railroad train until she boarded it for Greensboro to become a student in the State college for women.

As is the case with all people, some have not been so studious as they might have been, but one-third of these young women have remained in the college at their own expense, without help from parents, and this one-third, with those who are naturally studious and ambitious, have formed a serious-minded nucleus, and have exerted a strong influence in favor of industry and the steady performance of duty. The wholesome fact that the college has not depended upon the revenue derived from any class of its students has not only tended to aid the college in its discipline, but has also imbued all the students with the spirit of democracy. Nowhere have I known the spirit of fair play to prevail to a greater degree than among these young women. The State is always the gainer when its teachers can be trained in an atmosphere of equality which recognizes the worth of honest toil and faithful service regardless of class distinctions of all kinds. The distinguishing characteristic of Americanism is its theory, and I am glad to say its usual practice, of giving to every man, woman and child a fair chance in life. No board of directors and no faculty or college president can force this spirit. They can only adopt systems and policies that will tend to its development.

An illustration of the democratic spirit to which I refer can be found in the history of the selection of marshals. These marshals are elected and recommended to the President by the two literary societies and upon his recommendation are appointed by the Board of Directors to serve for one year. A half dozen of these marshals and two of the chief marshals during the past five years have been students who worked their way through the college by washing dishes and caring for the college dining room. In fact, I think that every corps of marshals since the system of student work in the dining room was inaugurated has had one or more representatives of that class of students. This is just as it should be,

and I only mention it to illustrate that the spirit of democracy here is not merely a theory but a practice.

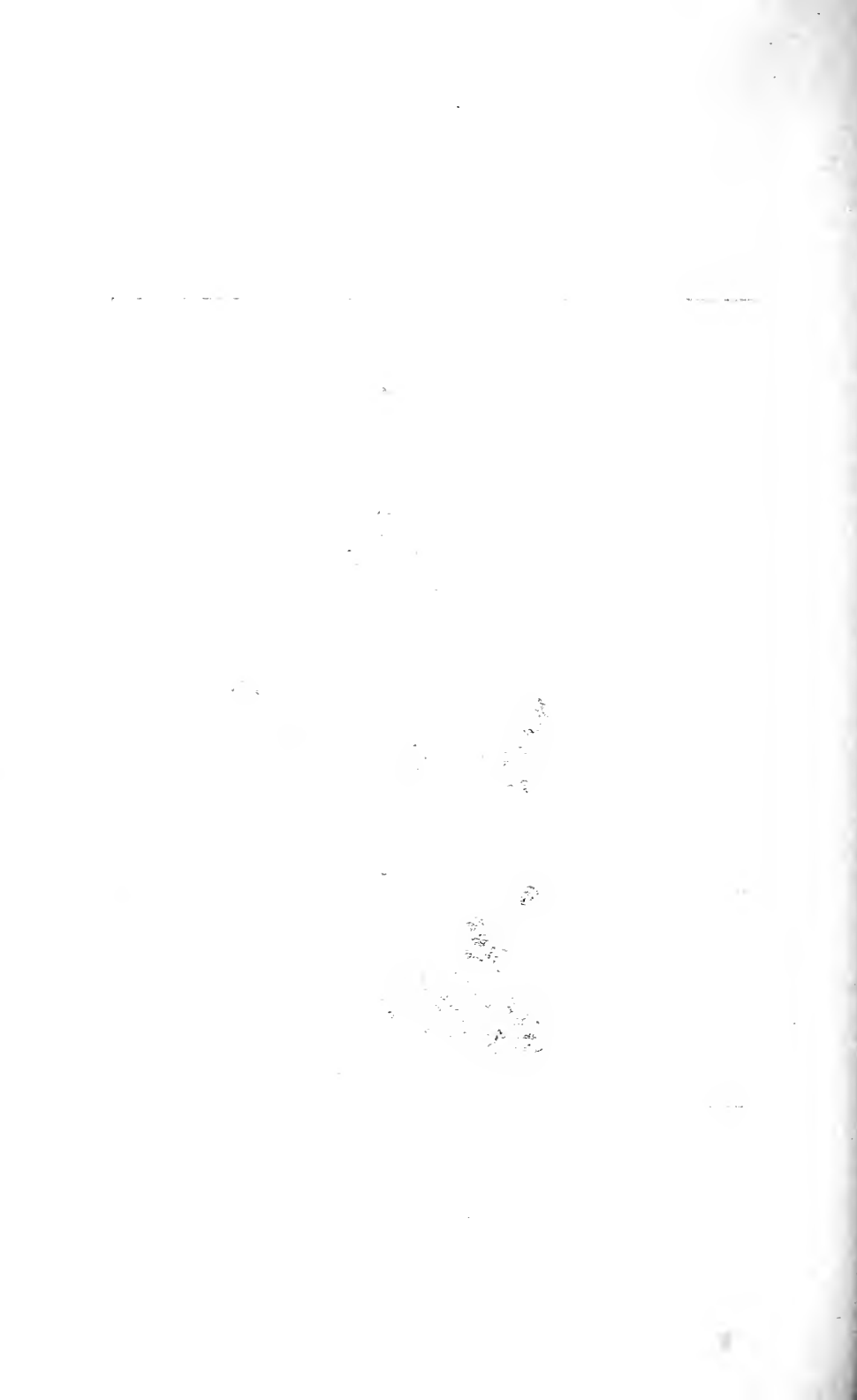
The Real Worth of a College. The worth of a strong college to a student is not as some suppose, the mere fact that it gives the opportunity to a student to perform systematic literary tasks assigned by teachers, or that it gives opportunity to work in laboratories and libraries. These are necessary and important, but the student's greatest advantage at college is the spiritual and mental atmosphere of the place. It is intangible, but you can feel it. It can not be measured, but its effect is everywhere manifest.

The love of truth for truth's sake; the belief in equality before the law; the belief in fair play and the willingness to applaud an honest victor in every contest, whether on the athletic field or in the class room or in social life; the feeling of common responsibility; the habit of tolerance towards those with whom one does not entirely agree; the giving up of small rights for the sake of greater rights that are essential; the recognition of authority and the dignified voluntary submission to it even when the reason for the policy adopted by the authority is not apparent; the spirit of overlooking the blunders of others and of helping those who are weak; the contempt for idlers and shirkers; the love of one's fellow-workers even though they be one's rivals; patience in toil; self-reliance; faith in human progress; confidence in right; and belief in God—these are the characteristics of the atmosphere of a great and useful college. The young man or young woman who by association with faculty and fellow-students becomes imbued with these principles gains what never can be secured in the same degree in the best homes or small schools, or anywhere else except in a college.

This sketch would not be complete without some **Benefactors.** reference to the special benefactors of the institution.



VIEW IN PEABODY PARK.



Within the past two years Mr. George Foster Peabody, of New York, donated \$11,000 to the State Normal and Industrial College. Five thousand dollars of this is to be used for developing the Peabody Park, named for the great philanthropist, George Peabody, who, in 1867, gave to the public schools of the South \$3,000,000.

The Students' Building is a gift to the college which means more than any single donation of money. It represents the affection and loyalty of its daughters and those whom they have been able to interest in their alma mater. The gift of \$1,500 from Mr. and Mrs. T. B. Bailey, who lost their only children while students at this college, was made as a subscription to the Students' Building. Mr. and Mrs. Bailey have also established a permanent scholarship to be known as "The Sarah and Evelyn Bailey Scholarship."

These gifts, except the last mentioned, were donations to the college direct. Several other donations have been of peculiar help to the college in another direction and never was aid given more opportunely. Mr. and Mrs. J. C. Buxton, in 1893, established the "Jarvis Buxton Loan Fund" of \$100, in memory of their little son. Soon after this Mr. and Mrs. Josephus Daniels established the "Adelaide Worth Daniels Loan Fund" of \$100, in memory of their little daughter. These funds, while small, have aided in the education of several students. In 1896, General and Mrs. Julian S. Carr established the "Lida Carr Fellowship Fund," the income from which is \$200 a year. This has made it possible for from two to four people to remain in the college each year since that time who could not otherwise have done so. Much help along this line has been provided by the two literary societies, by the faculty, by the Alumnae Association, and by the Woman's Education Club.

Charles Broadway Rouss, of New York, gave one hundred dollars to be used as a loan fund to the daughter of a Confederate soldier.

Mr. and Mrs. V. Everit Macy, of New York, gave last spring \$1,000, to be used as a loan fund.

The late Judge John Gray Bynum willed to the college \$1,000, to be known as the Hennie Bynum Scholarship, to be used as a loan fund for the aid of some young woman from Burke county.

By means of all these agencies a very large number of young women have been enabled to prepare themselves for their life work. It is hoped that the institution may have, in the future, many gifts to be invested in loans to worthy young women, who have good brain power, character, and ambition, but who are unable to pay their expenses while taking the college course.

And what about the future of the college? I am not a prophet. I prefer history to prophecy, **Future** and I prefer the work of the present as a preparation for the future to either. **Development.** It would be a mistake, however, for this State not to look ahead of it and prepare for what may be reasonably expected.

Within the next ten years there will develop somewhere in the southeastern section of this Union, and most probably along the Atlantic slope, and in the Piedmont section of it, a great college for women known the world over, just as Wellesley, Smith, Vassar, and Bryn Mawr in New England, New York, and Pennsylvania. In my judgment there is only one thing in the way of North Carolina's furnishing that college. In spite of its illiteracy, as shown by the United States Census Reports, North Carolina is the most hopeful Southern State today. It has made an honest inventory of its educational possessions and needs, and is determined to improve the one and supply the other. If North Carolina does not shut her eyes to the situation, she will see the wide open door, enter in, and take possession. Our smaller neighbor South Carolina, spent on her college for women, before she opened its doors, thirty thousand dollars more than the State of North Carolina has spent on her college for women, for all purposes, for ten years. How long will North Carolina turn away from these doors annually as many of her daughters as she admits, simply for the lack of dormitory capacity?

Ideas for Which the College Stands. The State Normal and Industrial College stands for a public school system that will educate all the people. It teaches its students and urges them to teach others the doctrine of universal education. The authorities of the institution regard the college as a part of the public school system of the State, and believe that it has a duty to discharge, not only to those who study within its walls, but to the great body of people who, for one reason or another, will not enter this or any other school or college. The greatest amount of educational opportunity to the greatest number of people, is its motto and its aim. Without reservation, members of its faculty stand for local taxation for public schools, and for every movement which tends to secure to the State effective teaching for every child, preparing him for productive labor and intelligent citizenship.

The institution undertakes to emphasize in every legitimate way that any system of education which refuses to recognize the equal educational rights of women with those of men is unjust, unwise and permanently hurtful.

I respectfully submit that there is no part of North Carolina's public educational system from which she can expect more in proportion to what she has expended than she may reasonably hope to reap from the work of this college. It is the only college in North Carolina for women of the white race which has an appropriation from the State, and no woman's college in the South has a large endowment fund.

One-third of North Carolina's population is composed of women and girls of the white race, and the opportunities given to this class of our population will determine North Carolina's destiny. The chief factors of any civilization are its homes and its primary schools. Homes and primary schools are made by women rather than by men. No State which will once educate its mothers need have any fear about future illiteracy. An educated man may be the father of illiterate children, but the children of educated women

are never illiterate. Three-fourths of all the educated women in North Carolina spend a part of each day educating their own children or the children of others, whereas, three-fourths of the educated men in the State spend a very short time daily with their own children, to say nothing of educating them.

Money invested in the education of a man is a good investment, but the dividend which it yields is frequently confined to one generation and is of the material kind. It strengthens his judgment, gives him foresight, and makes him a more productive laborer in any field of activity. It does the same thing for a woman, but her field of activity is usually in company with children, and, therefore, the money invested in the education of a woman yields a better *educational* dividend than that invested in the education of a man. Therefore, the State, for the sake of its present and future educational interest, ought to decree that for every dollar spent by the government, State or Federal, in the training of men, at least another dollar ought to be invested in the work of educating womankind.

If it be claimed that woman is weaker than man, then so much the more reason for giving her at least an equal educational opportunity with him. If it be admitted, as it must be, that she is by nature the chief educator of children, her proper training is the strategic point in the universal education of any race. If equality in culture be desirable, and if congeniality between husbands and wives after middle life be important, then a woman should have more educational opportunities in youth than a man; for a man's business relations bring him in contact with every element of society, and if he have fair native ability he will continue to grow intellectually during the active period of his life, whereas, the confinements of home and the duties of motherhood allow little opportunity to a woman for any culture except that which comes from association with little children. This experience which comes from living with innocent children is a source of culture by no means to be despised, but how much better it would be for the mother and

the father and the children if the mother's education in her youth could always be such as will enable her in after life to secure that inspiration and solace and power which come from familiarity with the great books of the world.

COLLEGE YEAR 1901-1902.

The past year—1901-1902—has been one of the most successful in the history of the college.

It will be remembered as the year which witnessed the completion of the Curry Building, and the moving of the Practice and Observation School from the dormitories into that building, and the consequent great strengthening of the Pedagogic work; the enlargement and better equipment of the laundry and power-house; the beginning of the crection of the Students' Building; the development of the Peabody Park; the gift of a thousand-dollar loan fund from Mr. and Mrs. V. Everit Macy, of New York, and the offer of the General Education Board to give \$15,000 to the college within the next three years to aid in maintaining a Manual Training Department, and to establish scholarships and loan funds.

The college has lost during the past year, first, our Professor of Pedagogy, Mr. P. P. Claxton, and then our Professor of English, Mr. J. Y. Joyner, both of whom gave most valuable service to the college for nearly nine years. It would have been a serious loss for them to have left even at the end of the year, but when it is considered that one was Dean of the college and the other the head of the Pedagogic Department, and that it was necessary for them to give up their work in the middle of the year, it will be easily understood that the work of the other members of the faculty, and especially the work of the President of the college, have been largely increased temporarily.

Prof. J. I. Foust was called from the Superintendency of the Goldsboro Graded Schools to the Chair of Pedagogy.

Professor Joyner's work as head of the English Department has been taken by Prof. W. C. Smith, who continues to direct the

work in the Department of History, Mrs. W. G. Randall doing a greater part of the work in that department, and Miss Anna Lewis and Miss Julia Dameron having been added to the teaching force in the Department of English.

Since the organization of the institution in 1892 it has been seriously handicapped in its work by the absence of the proper material equipment in dormitory, class-room and apparatus. A reasonable expenditure for adequate dormitory capacity and recitation-room, with 25 per cent. increase in the teaching force would double the value of the college to the State. Under present conditions it not only can not supply all the teachers called for, but, for lack of house room alone, it can not admit all the young women who apply for admission to be trained for teaching.

The last General Assembly, finding the college about \$25,000 in debt, largely on account of an epidemic of fever three years ago, and finding it greatly in need of a Practice and Observation School building and other improvements, made a special annual appropriation of \$15,000 for four years to pay off its indebtedness and to meet some of its most urgent needs. With that part of this special appropriation available we have paid off a considerable portion of our indebtedness and erected a Practice and Observation School building, known as the Curry Building. We have also increased slightly our dormitory capacity. The balance of the indebtedness and the improvements already projected will consume all of the special appropriation as it becomes available. It will not permit us to further enlarge our dormitories, or provide a gymnasium or library, though, by co-operation with the students in the erection of their building, we will increase to some extent our recitation-room.

I wish to make as emphatic as possible the statement that the most pressing fundamental need of the college now is the increase

of dormitory capacity. We are paying out of our tuition fees this year \$750 rent for houses which we use for dormitories, the students who occupy them taking their meals in the dining-room of the college. Not only is this true, but about eighty of our students are now boarding in private homes in Greensboro. At least two hundred students have failed to enter the college this year because they could not secure board in the dormitories and were unwilling to board in private families.

Twenty-five thousand dollars would erect a dormitory building to accommodate three or four times as many people as we now have in our rented dormitories, and more comfortably.

The people of North Carolina are accustomed to have their sons board in private families when at college, and, in many cases, even where there are college dormitories, young men take their meals in private families. Exactly the opposite custom prevails in boarding arrangements for their daughters. In every essential respect, whether from the standpoint of college training or from the standpoint of discipline, it is much wiser that young women students should be in the college dormitories than that they should be in the best private families anywhere.

Another pressing need of the college is a cold storage plant. With 320 boarders in the college, even if no dormitory capacity should be added, the need for this improvement will appeal to any intelligent mind. The keeping of meats, fruits, milk and butter, and other food in proper condition is one of the most important considerations, and purchases could frequently be made at more advantageous prices were there cold storage facilities. The fact that our charter requires us to furnish board "at actual cost, not to exceed \$8.00 a month," and the further fact that the price of supplies has increased from twenty to forty per cent. since we began work under that charter, emphasizes, if any emphasis be needed, the necessity for a cold storage plant.

One of the greatest needs of the college is a gymnasium. The Legislature of 1899 made a small appropriation for this purpose, but, as explained in our last biennial report, this small amount was used to defray the immediate expenses caused by the epidemic of typhoid fever in the fall of 1899. Since that time we have had no gymnasium at all, the small room used for this purpose theretofore having been taken for a library. The room is entirely too small for a library or a gymnasium. No college is well equipped without a good library and a good gymnasium, and the usefulness of the institution is greatly curtailed by our inadequate equipment in these particulars.

Every college for the training of teachers ought to have a well-equipped manual training department.

Many people can not think accurately or express themselves accurately in oral or written speech, because they have never *done* anything accurately. Manual training allows a teacher to give instruction to a student more concretely than does mere literary training. Frequently a boy or girl who could not be interested in mere book tasks, and who would, therefore, contract habits of indolence, inaccuracy and slovenliness of thought and expression, would gradually acquire habits of exactness and neatness by working with pencil, scissors, knives and simple tools for working in wood.

A part of the room on the first floor of the Students' Building, beneath the Society Halls and reception-room, will be used for the Domestic Science Department. There are two other rooms there which could be used for the Manual Training Department. The General Education Board has agreed that if this college will undertake to establish a Manual Training Department it will pay to the support of the department \$2,500 a year for three years, which with \$500 or \$750 a year additional would maintain this department, including the salary of the professor in charge of it. The equip-

ment for such a department at the beginning would cost about \$1,000. Thus, it will be seen that this department could be established with only a very slight increase in our annual expenses, and the college will be enabled to take a very desirable step forward that would give it prestige as a trainer of teachers. Comparatively speaking, the expense for three years, and possibly longer, would be nominal. The demand for the teaching of manual training as a special department, or in connection with other school work, has increased daily, and manual training teachers receive better salaries than are paid to other teachers. Our schools in North Carolina have generally found it necessary to go out of the State for teachers of manual training.

An Additional Year to the Course of Study. Acting upon the suggestion in the Act of the last Legislature, giving this college the right to confer degrees upon the completion of its prescribed course of study, and by the authority of the Board of Directors at a former meeting, the faculty, finding that the requirements of our Sophomore year are practically equivalent to the requirements of the Freshman year of the State University, has added one year to our course of study. Seven of our former graduates, all of whom except one, who graduated last May, have taught since leaving the college, are now engaged in the work of this added year, being applicants for the degree of Bachelor of Science or Bachelor of Arts at the Commencement of 1903.

For the present it seems wise to continue the giving of the diploma of the college to those who complete the four-year course. Those holding this diploma, with a certain grade of scholarship, will be admitted to the fifth year as applicants for the Bachelor's degree. When the public schools shall have increased in efficiency so that they can prepare students for our present Sophomore year this college may consider the question of leaving off the work that is now done in our Freshman year, and what is now called post-

graduate work with us will be our Senior Class work. It is absolutely necessary, however, that we should always keep in touch with the rural public schools of the State, and for the present we must maintain a five-year course of study.

This arrangement has increased to some extent the work of several departments, but the members of the faculty, upon whom the increase of labor falls, have cheerfully consented to do the extra work for this year, and I doubt not we will be able to meet the requirements for the next two years with the aid of a few additional teachers as assistants.

There are many reasons why this step should have been taken even earlier than this if it had been practicable to do so. The young women who have graduated from this college have not been able to go to the universities and have the same consideration shown them as was shown to students who have received degrees from colleges with courses of study not superior to ours. I have no desire to see this college do university work, but it ought to become the best college in the world for a North Carolina woman to secure a college education. If, after securing our Bachelor's degree, she desires to do university work, let her go to some of the universities offering scholarships and fellowships to men and women alike, but which our young women have been unable to avail themselves of heretofore.

In order to make this advanced training possible, as well as to increase the opportunities for young women who are unable to enter the college without help, and who desire to become capable teachers, the General Education Board has agreed to duplicate every dollar that we will raise during the next three years for establishing scholarships and loan funds, provided it shall not be called upon for more than \$2,500 a year as its part of the funds. It is my purpose, through the Alumnæ of the college and through my own efforts, to secure \$2,500 a year for

the next three years for this purpose, thus securing a scholarship and loan fund of \$15,000.

The graduates of this college number about 250. If each will secure a subscriber of \$10.00 a year for the next three years, the \$15,000 will be raised. I trust that the Board of Directors and all the friends of the college will help the Alumnæ to secure these subscriptions. This \$15,000, while it would not increase the revenues of the college, would make it possible for many ambitious young women to enter the institution who have never been able to do so for lack of means, and it would enable the brightest of those who, after a hard struggle, shall have completed the four-year course, to return to the college and earn their degrees, thus preparing themselves for higher service.

The two offers of the General Education Board are to give within three years \$7,500 unconditionally to aid in maintaining a Manual Training Department, and \$7,500 for scholarships and loans, conditioned upon our raising a similar amount. I feel sure that the Board of Directors and the people of the State, who have established and fostered this college for the education of those who are to educate its children, will show cordial and due appreciation of these donations.

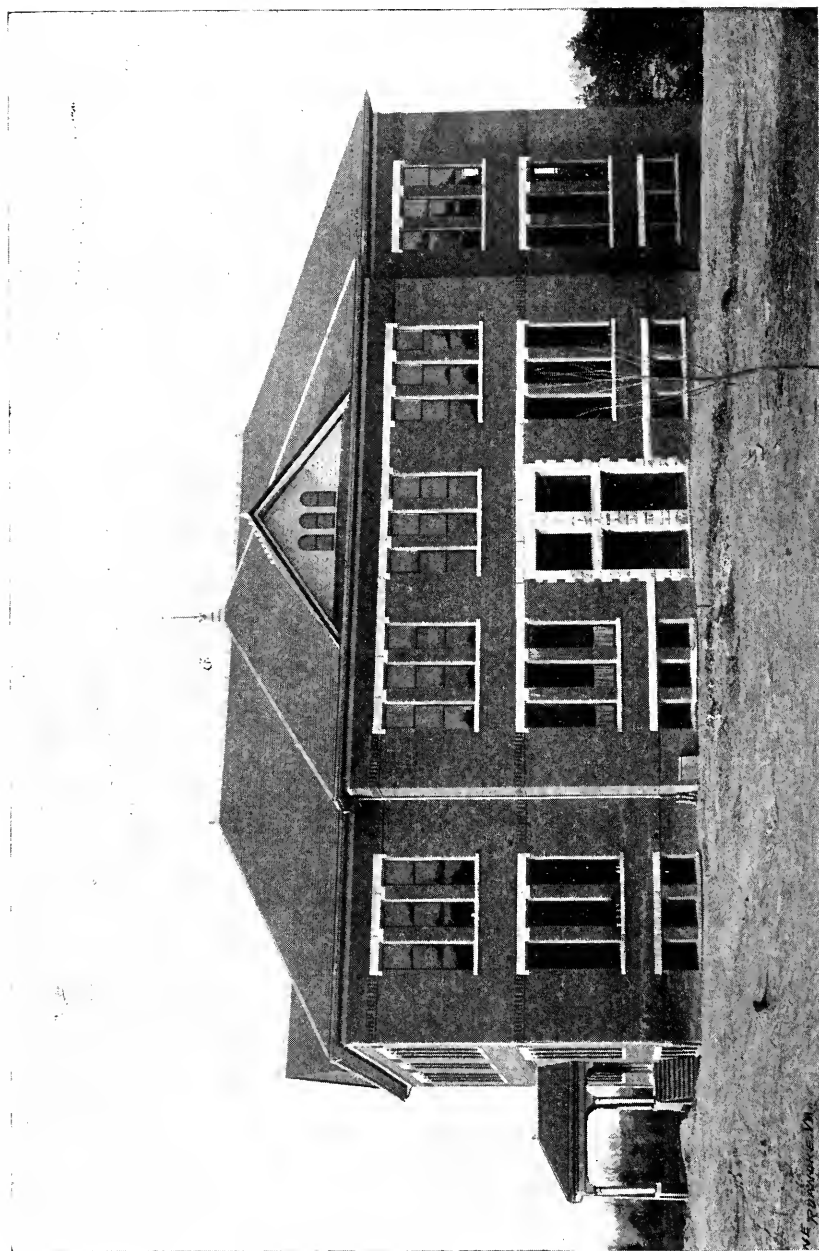
Realizing that the demand in this State for teachers with some professional training was increasing, and realizing also that there was little corresponding increase in the length of the school term, or the compensation offered for teachers, an experiment was made last spring with the purpose of providing at the smallest possible cost a brief course of professional training for those women now engaged in teaching who can not attend any college for a full year. Most of the public schools close before our May School begins. Thirty teachers of the rural public schools matriculated last year and received instruction under the direction of the Professor of Pedagogy and others, with the opportunity of daily observation in the

Practice and Observation School. So satisfactory were the results of this experiment that I wish to enlarge the opportunities and largely increase the attendance of public school teachers next spring. The teachers who would attend this May School are older than the regular students of the college; and there would not be so much objection to their boarding in private families in the city for the few weeks they are here. The matriculation fee is five dollars, the usual matriculation fee for summer schools. I hope to be able to secure the usual summer school railroad rate of one fare for the round trip.

Many County Superintendents have indicated to me that they would like for their teachers to attend this May School, but with the small compensation allowed for teachers it is impossible for them to pay much railroad fare, and those at a distance claim that they are at a disadvantage as compared with the teachers living near Greensboro.

In order to meet this objection, I suggest that we agree to refund to teachers all of their railroad fare above two or three dollars, thus placing all of the public school teachers on an equal footing, so far as the advantages of this school are concerned. Indeed, those who come the longer distance, in that case, would have the advantage because of the travel, which is a good means of education, and, when teachers can afford it, is worth all that a railroad ticket costs. I know of no way by which a person who has not traveled very much could secure for three dollars so much education as by traveling one hundred miles on a railroad.

An inquiry suggests itself as to where we could get the money to refund the railroad fare. I believe that the five-dollar matriculation fees will furnish enough money to do this. If we secure the railroad rates, we would not be required to refund anything to those teachers who live within sixty miles of Greensboro. We would refund only about two dollars to each of those who come from the Goldsboro, Wilson and Rocky Mount section, and only about four dollars to people who come from the Asheville section.



THE CURRY BUILDING—PRACTICE AND OBSERVATION SCHOOL.

NE PHOENIX, ARIZ.

I see no reason why we should not have here in the month of May 150 or 200 teachers at practically no cost to them except their actual living expenses.

It would probably become necessary for the Board to make a small appropriation to employ one or two additional lecturers during the term, but a large part of the work for the first year can be done by the Department of Pedagogy and the assistance that would be gladly rendered by other members of the faculty and by Superintendents of Schools in the State, who, for the first year, would probably give their services for a week if their actual expenses were paid, provided there are no funds to make proper compensation for the additional work.

If the Board will consent to this extension of the experiment so successfully made last year, I believe that one of the perplexing problems of teacher-training in North Carolina can be solved. Teachers in schools lasting only four or five months can not afford to spend a great deal of money for better preparation for that work. The advantage of having the school in the spring rather than in the summer is, that no summer school could have such good opportunities for observation as we have in our Practice and Observation School and in the five or six other public schools in and around Greensboro.

The four-month public schools in the country can not expect to employ Normal graduates of this or any other college so long as these graduates are offered positions in schools where the term is nine or ten months.

If the State has people engaged in teaching its children who are willing to spend annually \$20 or \$25 of their small earnings to better fit themselves for their work, it can well afford to furnish free instruction to these teachers. On the other hand, if this college should make the proposition to the public school teachers of the State and they should fail to attend, it would prove conclusively that it is not distance from the college or lack of opportunity for professional training that prevents it.

I should hope to have the help of the Agricultural Department of the State in this special school. Indeed, I think that when we are trying to introduce the teaching of agriculture into the public schools of the State, it would be a wise step in that direction to have a teacher of agriculture at this college for at least a part of every year.

The State Normal and Industrial College
Private Donations with all of its grounds, buildings and equip-
to the College. ment is the property of the people of North

Carolina, and while the State has not invested in its plant all that many of us who had great faith in its possibilities for usefulness desired, yet it has in numerous ways shown a very cordial appreciation of the college, and an exceedingly generous spirit towards those who have worked for its development. I wish that the State could see its way clear to show greater liberality for the immediate enlargement and strengthening of the institution. Women ought not to be turned away from its doors for lack of living room. The college is not an experiment. In North Carolina and beyond the borders of the State it is recognized as a great educational force. Not only has North Carolina secured by it the services of many trained teachers, but the present property is worth much more than the State has invested in its plant and equipment.

It is not out of place to call attention
Private Donations here to the private donations to the col-
to the State. lege during the past ten years.

In college property:

From Greensboro, cash.....	\$30,000 00
From Greensboro, land worth.....	10,000 00
From faculty, students and their friends, for Students' Building..	10,000 00
From Mr. George Foster Peabody.....	11,000 00
From Mr. and Mrs. T. B. Bailey.....	1,500 00
	<hr/>
	\$62,500.00

This \$62,500.00 is a contribution to the State's property and does not include any of the aid from the Peabody Fund or the General Education Board for maintenance, or the General Education Board's subscription, and the other donations to loan funds referred to elsewhere in this report.

The total college property is worth about \$180,000. The above figures show that one-third of it has come from private donations. I believe that the more liberal the policy of the State towards this college, the more it will receive from its friends in North Carolina and elsewhere. The college can not expect large donations from its alumnæ, as a very large majority of candidates for the teaching profession are not wealthy people. Because of this fact it is the more remarkable that they should have made their alma mater a decennial present of \$10,000.

For information in regard to the financial operation of the college during the past two years I refer you to the Treasurer's report. This report was made to show the financial condition at the close of our last fiscal year. The indebtedness at that time was about \$17,000. A part of this has been paid off, and at the end of our present fiscal year the total indebtedness will have been reduced to about \$11,000. This can be discharged easily with the remainder of our special appropriation, which, by the Act of the last Legislature, can not be used except for paying off indebtedness and for making certain necessary permanent improvements.

Respectfully submitted,

CHARLES D. McIVER,

President.

December 18, 1902.

REPORT OF BURSAR AND TREASURER.

GREENSBORO, N. C., November 8, 1901.

To the Board of Directors :

I beg to make the following financial statement for the fiscal year ending September 15, 1901:

RECEIPTS.

State appropriation.....	\$25,000 00
Special appropriation.. . . .	15,000 00
Peabody Fund.....	2,000 00
City schools.....	2,188 49
Tuition.....	6,612 25
Fees.....	5,838 50
Country school.....	162 00
Supplies, stationery, etc.....	1,358 97
Farm.....	2,152 05
Laundry.....	3,162 64
Dormitory.....	18,046 63
Miscellaneous	1,426 70
	<hr/>
	\$82,948 23

DISBURSEMENTS.

Bank account overdrawn September 30, 1900.....	\$ 3,426 22
Practice school building (new)	883 25
Lawn	177 62
Teague building	54 15
Land	3,191 80
Sewer and ditch.....	140 39
Supplies bought, etc	1,625 26
Epidemic.....	3,390 14
Refund to students	365 29
Improvements	133 17
Repairing.....	961 25
Plumbing.....	52 62
Painting	1,181 39
Advertising	838 22
General expenses (servants' hire, carpenter, printing catalogues, postage, stationery, water rent, gas, expenses of Board meet- ings, repairing, coal, rent of buildings, etc.).....	8,359 53
Equipment.....	1,487 23
Insurance	313 00
Miscellaneous	236 00
Notes at bank.....	3,010 00
Interest.....	2,160 00

Music (sheet).....	\$ 127 54
Books	1,028 61
Salary.....	24,150 00
Laundry.....	2,907 38
Dormitory	18,046 63
Farm operations.....	3,130 07
	<hr/>
	\$81,376 76
Cash in bank.....	1,571 47
	<hr/>
	\$82,948 23

Resources: Open accounts, considered good, \$478.23.

Liabilities: Note at National Bank, \$6,000.00; due Students' Building Fund, \$905.07; interest on Board of Education bonds, one year, \$360.00.

Respectfully submitted,

E. J. FORNEY,
Treasurer.

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GREENSBORO, N. C., September 30, 1902.

To the Board of Directors :

I beg to submit the following financial statement for the fiscal year ending September 15, 1902:

RECEIPTS.

State appropriation.....	\$18,750 00
Special appropriation.....	10,000 00
Park Fund (George Foster Peabody donation).....	5,000 00
Peabody Fund.....	2,000 00
Fees	6,565 00
Tuition.....	5,050 00
Miscellaneous.....	1,155 32
Music Department.....	2,318 17
Supplies bought.....	1,009 23
Books	508 18
Farm operations.....	2,070 67
Notes.....	10,000 00
Country School Fund.....	265 63
City School Fund.....	1,464 96

Dormitory.....	\$20,968 63
Laundry.....	3,941 00
	<hr/>
Total.....	\$91,066 79
Bank balance September 15, 1901.....	1,571 47
	<hr/>
Total available cash.....	\$92,638 26

DISBURSEMENTS.

Salaries.....	\$26,734 34
General expenses (servants' hire, carpenter, printing, catalogues, postage, stationery, water rent, gas, expenses of Board meet- ings, repairing, rent of buildings, etc.).....	6,085 01
Equipment.....	2,878 01
Books.....	1,470 07
Advertising.....	764 92
Insurance.....	430 15
Improvements.....	3,603 72
Repairing ..	1,154 99
Coal.....	4,233 90
Supplies sold.....	1,182 15
Refund to students.....	289 40
Work on grounds.....	975 47
Fencing grounds.....	1,364 23
Park Fund.....	464 29
Notes	1,013 67
Practice school building.....	13,676 11
Equipment school building.....	607 97
Farm operations.....	1,571 68
Dormitory.....	20,963 63
Laundry.....	3,137 92
	<hr/>
Total.....	\$92,607 12
Bank balance September 15, 1902.....	31 14
	<hr/>
	\$92,638 26

Resources: Balance State appropriation, \$6,250.00; special appropriation, \$5,000.00; open accounts, considered good, \$367.30; bank balance, \$31.14. Total, \$11,648.44.

Liabilities: Notes, \$6,000.00, \$4,000.00 and \$6,000.00; land notes due July 1, 1902, \$1,300.00; on contract of Practice School building, \$950.00; heating plant of Practice School, \$100.00; for furniture Practice School, \$982.00; Odell Hardware Company, \$980.00; Hagan Machinery Company, laundry machinery, \$2,080.00; John W. Wharton, cement, \$154.00; Troy Laundry Machinery Company, \$99.00; Wakefield Hardware Company, \$180.00; J. R. Rich, plumbing, \$500.00; Johnson Roofing Company, for slating, \$534.00; miscellaneous bills, \$350.00; interest due State Board of Education, \$720.00; M. C. Teague, rent, \$250.00; due Park Fund, \$4,536.00. Total, \$29,595.00. Net deficit, \$17,946.56.

Respectfully submitted,

E. J. FORNEY,
Treasurer.

EXTRACTS FROM REPORT OF EXAMINERS OF STATE INSTITUTIONS.

STATE NORMAL AND INDUSTRIAL COLLEGE, GREENSBORO, N. C.

This college has reached its tenth year, and while the appropriations made to it may seem large in view of our poverty, they seem absolutely insignificant if compared with the grand results which they have produced. Let us name a few of these and try to appreciate their value in hard dollars:

First in importance, we find that in the past ten years 236 of the daughters of North Carolina have here graduated, of whom 230 are now actively engaged in teaching our public schools, thus fulfilling the promise which they made in consideration of our giving them that tuition which many of them could not otherwise have obtained. Only six girls have not been able to give their services to their State, and we may reasonably conclude that they have been prevented doing so by ill-health or other insuperable obstacle.

We next recall the fact that two years ago a calamity befell this college which we might reasonably have expected would have caused its lengthy, and possibly permanent, stoppage: an epidemic of sickness so severe as to cause distress widespread; to compel a closing of its doors for two months; to necessitate its students to

go to their homes; to involve an expense great, unexpected and unavoidable. Yet, in spite of all this, we find that as soon as our State Board of Health announced that the evil was remedied, these brave young girls returned with hearts filled with loyalty and love of their alma mater, and today the attendance is larger than ever before, the aggregate being 450, and limited to that only because of the inability to provide room for a larger number.

Perhaps the demand will be made that we should confine our report to actual figures of dollars and cents; we will now do so: The State's investment in plant of this college at this time amounts not quite to \$80,000. Yet, today, at a most moderate appraisal, the value of this property now owned by the State is \$160,000. This remarkable increase is directly attributable to the State appropriations, because, encouraged by them, individuals both within and without our State have made liberal donations; because encouraged by them, the Board of Directors have not hesitated, on their own credit, to buy land which today is worth far more than its cost. Its increase in value has inured to the benefit of the State, because, encouraged by these appropriations, the young students have raised by their own efforts, some \$10,000, and freely given it to their State. We can safely conclude, then, that by making appropriations of \$80,000, the State today owns double that amount.

We next report that we have satisfied ourselves, and now assert that nearly 130,000 children are being taught by those who were enabled to teach, whether graduates or not, by these appropriations, and many of whom could not have done so without them.

Lack of space prohibits our saying a tithe of what we wish to say in commendation of this college, and of gratitude for its marvelous accomplishments, so we now endeavor to perform our other duty by indicating lines for its further extension for increased usefulness, which means that we will point out our State's most urgent needs.

The present dormitory was erected with an utterly inadequate

appropriation, consequently it is very much worn. It is absolutely essential that it shall be overhauled and repaired at a cost of \$2,500. At the same time a story can be added to one part, at a cost of \$5,000, which will provide rooms for fifty more girls. This being done, we would immediately have an attendance of 500 students, or 380 boarders and 120 day scholars.

We urge, without hesitation, that an immediate appropriation of \$7,500 be made for the purposes above stated.

For maintenance, we urge that no reduction be made in the amount now appropriated, to-wit, \$40,000 per annum. Only by the exercise of the most strict economy has this sufficed to meet the expense with the present number of students.

Still facing the fact that we are only providing room for one-half of the young girls who are seeking admittance, and who are willing to work for the education of our children, and farther realizing the great importance that we should avoid all loss of provisions, all unnecessary cost of maintenance, and that all possible facility should be given the students for self-improvement, both mental and physical, we urge that, as soon as possible, this school be provided with the following improvements:

1. A new dormitory, capable of receiving 500 additional students.
2. A cold-storage room and ice plant.
3. A gymnasium. This is greatly needed.
4. A library. The present room used as a library is small and much crowded.
5. A manual training department. This is essential, if this school is to maintain the position which it fully deserves.
6. An auditorium. The apartment now used is scarce able to seat the present number of students. A new one should be provided of double capacity.

EXTRACT FROM GOVERNOR AYCOCK'S MESSAGE TO THE
GENERAL ASSEMBLY.

THE STATE NORMAL AND INDUSTRIAL COLLEGE.

This institution is certainly of as much value to the State as any other in it. It comes close to the lives of our people in that it educates the women of the State, and with an educated womanhood the children of the next generation will certainly be taught. The growth of the State Normal and Industrial College has surprised and gratified the friends of education here and elsewhere. Its increased attendance, instead of lessening the attendance upon the other colleges for the education of women, has increased the patronage of all. More than fifteen hundred young women have gone out from that institution to teach in the public schools of the State, and have taught more than one hundred thousand children. The spirit of the college is all that could be asked. There is in it a genuine democracy—a desire not only to uplift those attending the college, but to extend to all people as far as possible the benefits which they themselves receive. Since I have been Governor of the State I have visited this college several times, and always with increasing gratification. You will find the needs of the college fully set out in the report of the Directors and the President accompanying this message. More dormitory room is imperatively needed. Many young women are annually turned away for want of room. The college has reached its limit of growth until additional buildings are erected.



VIEW IN PEABODY PARK.

THE IMPORTANCE OF PUBLIC EDUCATION.

Extract from Governor Aycock's Message to the General Assembly.

EDUCATION.

I commend to your careful consideration the very full and able report of our Superintendent of Public Instruction. I concur in the main in the recommendations which he has so thoughtfully made. But for the fact that some of your honorable body have come to the Legislature instructed by the conventions which nominated you, to secure the adoption of an amendment to the Constitution by which the taxes paid by the whites shall go to the education of the white children, and the taxes paid by the negroes shall go to the education of the negro children, I should make no mention of any race question. I had confidently hoped that this matter would not be before you. We have just eliminated by our constitutional amendment the negro from any large participation in the government of the State. It was my fortune to be the candidate at the time when it was adopted of that party which supported the amendment. In my speech of acceptance made to the convention which unanimously nominated me for the office of Governor, I used this language: "While universal suffrage is a failure, universal justice is the perpetual decree of Almighty God, and we are entrusted with power not for our good alone, but for the negro as well. We hold our title to power by the tenure of service to God, and if we fail to administer equal and exact justice to the negro whom we deprive of suffrage, we shall in the fullness of time lose power ourselves, for we must know that the God who is love trusts no people with authority for the purpose of enabling them to do injustice to the weak." The reception which this statement met at the hands of that great convention will ever be to me a pleasant memory. This declaration with me was not mere

sentiment. It was the expression of a deep conviction. In my inaugural address I substantially reiterated this statement. I said to the last General Assembly: "You will not have aught to fear when you make ample provision for the education of the whole people. Rich and poor alike are bound by promise and necessity to approve your utmost efforts in this direction. The platforms of all the parties declare in favor of a liberal policy towards the education of the masses." The platform on which I ran for office contained this provision: "We heartily commend the action of the General Assembly of 1899 for appropriating one hundred thousand dollars for the benefit of the public schools of the State, and pledge ourselves to increase the school fund so as to make at least a four months' term in each year in every school district in the State." There is in that platform declaration no suggestion of any purpose to take from the negro any part of the school fund which he was then enjoying. Almost from the time of my entering upon the office of Governor to the present, I have gone through the State making speeches advocating universal education. When the Democratic convention assembled in Greensboro they endorsed this educational policy in the following language: "We renew our pledges for the extension and improvement of the public school system of the State, so that it may keep pace with the needs and conditions of our people. We point with pride to the great impetus and progress in this work during the last two years, and call attention to the fact that this year, for the first time in the history of the State, every school district has been able to maintain a public free school for four months, as required by the Constitution." When the Republican convention met in the same city they used this language: "Intelligence being the corner-stone of the State, and the education of the masses being dependent solely upon our public schools, we favor the support of public taxation of at least a four months' school in every school district in the State." It appears, therefore, that both parties represented in your honorable body are pledged to at least a four

months' school in every school district in the State and this, of course, includes the negro districts. I am not unmindful of the fact that the education of the negro has been somewhat disappointing, and there are many of our people who really believe that education is injurious to the negro. They insist that it tends to make him worthless and leads to the commission of crime. Unfortunately we have not gathered sufficient statistics to put this contention fully at rest, but the State's prison does keep a record and from it is found that within the last two years of the negroes who have gone to the penitentiary two hundred and forty-one cannot read and write, while one hundred and seventy-nine have been admitted who can read and write. 47.6 of our negro population are illiterate and 52.4 can read and write. So that for the higher crimes punishable in the penitentiary, it clearly appears that illiteracy among the negroes is an injury to the State, in that it produces over 40 per cent. more of crime. But, however this may be, our duty is plain to try to find a way in which his education can be made more valuable to himself and to the State. Certainly this cannot be accomplished by leaving him to the pitiful income arising from his own taxes. The negroes of North Carolina pay for school taxes \$126,442.90. There are 221,958 negro children of school age in the State. This would give to each child a little less than 57 cents, and would furnish schools for them a little more than one month out of the twelve. It must be manifest that such a provision as this is an injustice to the negro and injurious to us. No reason can be given for dividing the school fund according to the proportion paid by each race, which would not equally apply to a division of the taxes paid by each race on every other subject. Education is a governmental function. The right to collect taxes for that purpose is based on the duty of the State to educate its citizens. The care of the insane is no more the duty of the State than education, and if we divide the school fund according to the races we should also divide the fund for the maintenance of the hospitals for the insane in the same fashion. We are probably not

much wiser now, if any, than the men who framed our Constitution in 1875. There were many able men in that body. The Constitution of 1868 on the subject of education was as follows: "The General Assembly, at its first session under this Constitution, shall provide by taxation and otherwise for a general and uniform system of public schools, wherein tuition shall be free of charge to all the children of the State between the ages of 6 and 24 years." The convention of 1875 added to the provision the following clause: "And the children of the white race and the children of the colored race shall be taught in separate public schools, but there shall be no discrimination in favor of, or to the prejudice of, either race." Why should they have provided against discrimination? They probably thought discrimination unfair and in addition it must be that the learned lawyers in that convention were of the opinion that any discrimination in favor of either race would be violative of the fourteenth amendment to the Constitution of the United States. In this view they are sustained by all the courts that have ever passed upon the question and by all the tax-writers as well. The Federal Court in Kentucky expressly held that a provision dividing the funds between the races according to the sums paid by each race for education was prohibited by the fourteenth amendment. It seems to me clear that this opinion is right and if it is the proposed amendment would be declared unconstitutional and the suffrage amendment which we have adopted and which promises so much to the State would undoubtedly follow in its wake. The strength of our present amendment lies in the fact that after 1908 it provides an educational qualification and the courts will go far towards sustaining a provision of this nature when the State is endeavoring to educate all her children, but if it should be made to appear to the court that in connection with our disfranchisement of the negro we had taken pains for providing to keep him in ignorance, then both amendments would fall together. The amendment proposed is unjust, unwise and unconstitutional. It would wrong both races, would bring our State into the con-

demnation of a just public opinion elsewhere, and would mark us as a people who have turned backwards. The State of North Carolina has heretofore enjoyed the distinction of being first in those things which look to a larger liberty and a consequent higher development of her people. Let us not seek to be the first State in the Union to make the weak man helpless. This would be a leadership which could bring us no honor, but much shame. I earnestly hope that no effort will be made to secure the adoption of the proposed amendment. Let us be done with this question, for while we discuss it the white children of the State are growing up in ignorance. To secure the education of all our people is a great task, and we have no time to waste in discussing impossible changes in our Constitution. When it is finally admitted, as it must be, that such an amendment cannot stand before the courts, we will have gone a long way towards solving our educational problems. In my judgment our Constitution does not contemplate a division of the school fund per capita, but it is required that equal facilities shall be accorded both races. Within the limits of this interpretation both races can be reasonably educated without excessive cost to the white people, and within this provision we are in no danger of having our educational system upset by a decree of the courts. Education is a matter belonging to the States and the funds raised for it are raised by the States, and until it appears affirmatively and clearly that one race or the other is denied the equal protection of the law, the courts will never interfere with the conduct of our schools. If there are districts in the State in which school terms for the negro exceed those for the whites, this comes about by unwise local managements. This can and must be remedied. Care should be taken by those charged with the execution of the law to provide equal facilities for the white race as well as for the colored race, and if any legislation is needed to secure this end your honorable body will have no difficulty in framing it. The interest in the cause of education in the State has greatly increased and we now have promise of realizing

the highest dreams of our fathers. The last General Assembly made provision to secure a four months' term of public school in each school district in the State. We should not stop here. There should be a constant effort to go further. Local taxation should be encouraged. Public opinion should be made strong enough to compel the attendance of the children upon the schools.

SOME NEEDS OF THE PUBLIC SCHOOLS.

Just now, while the people of our State are becoming aroused on the subject of education, and strenuous efforts are being made to gather all of our children into the schools, there is one matter which, if overlooked, will vitally affect the efficiency of our graded schools, and the true progress of education in the State.

It is the matter of overcrowding, which is done in our country schools, and especially in the primary grades of our city schools.

I know that the plan of consolidation is looking toward the grading of the country schools, and that is good.

Of course a teacher can teach more children, and do it better, when they are all in one grade, than she can when they are in five, but no teacher can properly teach sixty or a hundred little children, no matter how capable or how experienced he or she may be. I know a teacher who last year had one hundred and sixty first-year children, and one who now has one hundred and twenty, while from fifty to eighty is the usual number found in the primary grades of our graded schools.

Certainly we want the children in the schools, but getting them in is not the end of it. If we are to have citizens, we must educate them, not turn them out of a school machine like so many suits of factory-made clothes. They will not wear so well as the clothes, for children have individuality, and all that doesn't help, hurts them.

The primary grades should be the smallest in numbers as well as in size. The children of these grades are the most helpless, and the most dependent on the teacher, of all; and hence need the most individual attention and the most accurate and definite instruction. In many cases, the little hands must be held and guided by the teacher's own. Thirty are as many as any teacher can do justice to, and forty should surely be our maximum.

I hear one say: "But it is to the lower grades that so many children come. The higher grades are not crowded." Why is this? Where are all the children who started in the first grade? and why are they not still in school? It is not because so many have died. I do not believe it is because so many have been compelled to work; but I do believe that it is because of this crowding in the lower grades. They could not get the proper attention, and the weaker ones had to remain over or drag along for a year or two. Having gotten no taste of the good thing, they had no desire for more, and no incentive to struggle on, and so dropped out, discouraged or disgusted. I am not surprised.

Educate a child during the first four years of his school life, and somebody will have to teach him for the next four, and he will hardly stop there. I firmly believe that if we could have good teachers and a plenty of them, the children would all soon be in the schools.

We have begun this crusade against ignorance in our State, and we must fight it out faithfully. Our people must come to realize the *value* of our children, their needs and their *rights*.

LEAH D. JONES.

 ORGANIZATIONS.

 MARSHALS:

Chief—NETTIE LEETE PARKER, Buncombe County.

Assistants:

ADELPHIANS.

MARY I. WARD,	-	-	-	-	-	Buncombe County.
GENEVIEVE JENNINGS,	-	-	-	-	-	Guilford County.
BERTA ALBRIGHT,	-	-	-	-	-	Alamance County.
SUDIE HARDING,	-	-	-	-	-	Pitt County.
WIL WARDER STEELE,	-	-	-	-	-	Buncombe County.

CORNELIANS.

CHRISTINA SNYDER,	-	-	-	-	-	Oneida County, N. Y.
MARY HORNE BRIDGERS,	-	-	-	-	-	Edgecombe County.
LUCILLE FOUST,	-	-	-	-	-	Forsythe County.
IDA SATTERTHWAITE,	-	-	-	-	-	Beaufort County.
MARY TAYLOR MOORE,	-	-	-	-	-	Surry County.

 YOUNG WOMEN'S CHRISTIAN ASSOCIATION.

MARY ISABELLE WARD, President.

ANNIE BELLE HOYLE,	-	-	-	-	-	Vice-President.
IDA HANKINS,	-	-	-	-	-	Corresponding Secretary.
LUCILLE FOUST,	-	-	-	-	-	Recording Secretary.
SWANNA PICKETT,	-	-	-	-	-	Treasurer.

Since our last issue the Classes have elected their officers for the First Term:

DEGREE CLASS.

MARGARET PERRY	-	-	-	-	-	President.
MARY WILEY	-	-	-	-	-	Vice-President.
EMMA LEWIS SPEIGHT	-	-	-	-	-	Secretary and Treasurer.

SENIOR CLASS.

PEARL WYCHE	-	-	-	-	-	President.
FLORRIE V. KING	-	-	-	-	-	Vice-President.
LYDA FAISON	-	-	-	-	-	Secretary.
GERTUDE BRYAN	-	-	-	-	-	Treasurer.

MAUD HOYLE	-	-	-	-	-	-	-	President.
ELIZABETH RAWLS	-	-	-	-	-	-	-	Vice-President.
JULIA HAMLIN	-	-	-	-	-	-	-	Secretary.
ANNIE KILLIAN	-	-	-	-	-	-	-	Treasurer.

MARGARET CASTEX	-	-	-	-	-	-	President.
CLAUDE POINDEXTER	-	-	-	-	-	-	Vice-President.
INEZ FLOW	-	-	-	-	-	-	Secretary.
ANNIE LEE SHUFORD	-	-	-	-	-	-	Treasurer.

MARY WELDON HUSKE	-	-	-	-	-	President.
JANET AUSTIN	-	-	-	-	-	Vice-President.
NELLIE ARRINGTON	-	-	-	-	-	Secretary.
NELL ARMFIELD	-	-	-	-	-	Treasurer.

CATHERINE S. NASH	-	-	-	-	-	-	President.
EULA GLENN	-	-	-	-	-	-	Vice-President Senior.
BESSIE CROWELL	-	-	-	-	-	-	Vice-President Junior.
_____	-	-	-	-	-	-	Vice-President Sophomore.
_____	-	-	-	-	-	-	Vice-President Freshman.
BLANCHE C. MAYO	-	-	-	-	-	-	Secretary.
ELIZABETH POWELL	-	-	-	-	-	-	Treasurer.